

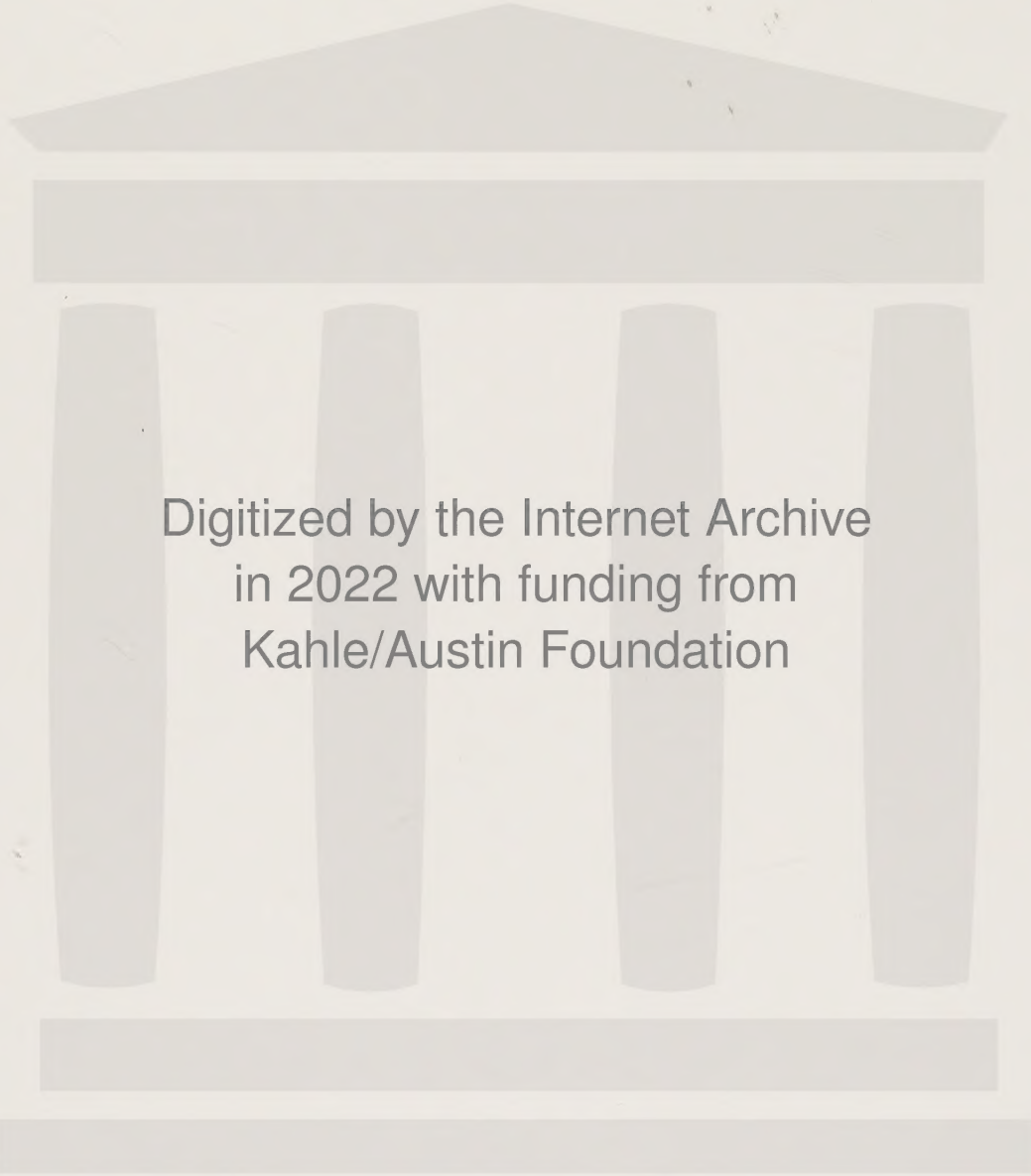
PORTALS TO READINGTM SERIES

JULIE OF THE WOLVES

JEAN CRAIGHEAD GEORGE



READING SKILLS THROUGH LITERATURE



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PORTALS TO READING

Reading Skills Through Literature

JULIE OF THE WOLVES

Jean Craighead George

Reproducible Activity Book
by
Claudia Dutcher Tillman

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A Note from the Author

The activities in this workbook will introduce students to the time-tested literature that should be an important part of the reading program in every school. The activities will provide students from grades four through eight with meaningful reading experiences and, at the same time, reinforce a wide variety of reading skills.

Clearly, such literary matters as style and flavor may be experienced only by reading the primary source—the book itself. So, obviously, reading the book is the student's first responsibility. Students should be reminded frequently that the workbook activities are no substitute for the original text.

Rather, the workbook activities have been designed to encourage the student to read the original text—that is, the actual words of the author. These motivating workbook activities are often based on sentences and paragraphs especially written to support the teaching objective of each workbook lesson. Thus, I have declined to tinker with the words of the author and leave them properly where they belong—in their pure form in the pages of the novel.

—Claudia Dutcher Tillman

The book on which this Portals to Reading Activity Book is based has been styled without chapter numbers or chapter headings. For the convenience of teacher and student, fictional chapter headings have been designated in this activity book. The chapter headings are based on key chapter events.

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JULIE OF THE WOLVES

Author! Author!

JEAN CRAIGHEAD GEORGE

Jean Craighead George became interested in the outdoors early in life. She was born in Washington, D.C., in 1919, only a few miles from the rivers and streams that would appear in her writing.

Throughout her childhood, Jean's family often camped and hiked in the woods along the Potomac. George learned about the wildlife she wrote about on these family outings.

After her formal education, George began to study painting. She combined her artistic skills with a natural talent for writing.

George then began a career as an apprentice journalist. She briefly worked as writer and artist for several news organizations, including the *Washington Post*.

Later, George struck out on her own and began writing articles and books. The subject matter was her first love—nature. In 1948, not long after her marriage, George and her author-husband teamed up to write *Vulpes the Red Fox*. This story was the first of six animal stories the couple co-authored.

George later returned to writing and illustrating her own books. Her novel *My Side of the Mountain* was runner-up for the Newbery Medal in 1961. The book was later made into a motion picture. George's novel *Julie of the Wolves* received the Newbery Medal in 1973.



JULIE OF THE WOLVES

The Story in Brief

Julie of the Wolves is set in modern-day Alaska. The principal character is an Eskimo girl named Miyax or Julie, as she is called in English.

After the death of her mother, Miyax and her father go to live at a seal camp. There they live in traditional Eskimo fashion.

When Miyax is nine years old, her Aunt Martha takes her away so Miyax can attend school. While living with her aunt, Miyax becomes known as Julie.

Julie becomes a pen pal to a girl from San Francisco, Amy. Later, she learns that her father is missing after a seal hunt. He is presumed dead.

Julie grows unhappy living with Aunt Martha. Julie is able to leave Martha's house because of a prearranged marriage with the son of her father's partner. She goes to live near the Arctic Ocean with her new husband's family.

However, Julie soon grows to dislike this life, and she decides to leave. She plans to go to San Francisco to live with her pen pal.

Julie becomes lost on the North Slope of Alaska on her way to San Francisco. She uses her Eskimo skills to survive in the harsh surroundings. She camps near a pack of Arctic wolves and is eventually accepted as one of them. With their help, Julie obtains food and skins for clothing.

Julie grows to love and admire the wolves. She becomes contented living the traditional life of an Eskimo.

Later, Julie discovers that her father is still alive and living a modern life style. Julie/Miyax is then forced to examine her values and choose between the two worlds she knows.



Name _____

JULIE OF THE WOLVES

Miyax Meets the Wolves

Changing Short Vowels

Read each sentence. Then look at the word that comes after each sentence. Change the vowel in the word to form a new word that will make sense in the sentence. Write the new word on the blank in the sentence.

Example: Miyax looked across the field of moss and grass. mass

1. Miyax's father went to the Bering Sea to _____ for seal. hint
2. Her father camped near the _____ of a wolf. dun
3. Miyax watched the large _____ wolf. block
4. She had taken her cooking _____ with her. pet
5. The _____ blew across the tundra. wand
6. Miyax lay _____ on her stomach. flit
7. Five _____ slept near the entrance to the den. pops
8. The wolf arched his furry _____ when Miyax called. nick
9. Miyax was _____ with no North Star to guide her. last
10. Miyax began to _____ grass to eat. pack
11. The _____ shone brightly in the sky. sin
12. Her _____ pal, Amy, lived in San Francisco. pan
13. The wolf puppy started to _____ his tail. wig
14. Miyax built a small table of _____. sad
15. Amaroq _____ the top of the other wolf's nose. bet



Name _____

JULIE OF THE WOLVES

Miyax Meets the Wolves

Supplying Long Vowels

One word in each of the following sentences is missing a vowel. Read each sentence. Put a vowel in each blank to form a word that will make sense in the sentence.

Example: The wolves wagged their t a ils when they awoke.

1. No r ____ ads crossed the North Slope of Alaska.
2. Miyax's father hoped to find a s ____ al.
3. The little wolves suddenly came into s ____ ght.
4. Miyax, like most Eskimos, had small b ____ nes.
5. Miyax had a round f ____ ce and a flat nose.
6. The *North Star* could always ____ se laundresses.
7. The sandpipers flew to the sea tw ____ ce a day.
8. Miyax made her camp near a frost h ____ ave.
9. Silver's fur seemed to gl ____ w in the sunlight.
10. Miyax ate the sweet end of the bl ____ de of grass.
11. Miyax hoped the wolf would bring her some m ____ at.
12. Silver seemed to sm ____ le at the young pup.
13. The h ____ ge wolf seemed to fill the sky.
14. Amaroq r ____ lled in the snow.
15. Many Eskimo children played with leather r ____ pes.



Name _____

JULIE OF THE WOLVES

Miyax Meets the Wolves

Making Compounds

Two words combined form a compound. Each word in Box A forms the first part of a compound. Each word in Box B forms the second part. In the blank in each sentence below, write the compound that best completes the sentence. Use a word from each box to make your compounds.

Box A

sand	back
moose	out
wind	hide
seal	dish
ice	sing
fire	

Box B

washer	skin
doors	proof
place	song
pipers	berg
pack	hide
out	

Example: Miyax wore a lovely sealskin parka.

1. Miyax carried her belongings in a _____.
2. Miyax thought perhaps she could be a _____ on a ship.
3. Her sleeping skin was a _____ bag lined with rabbit skins.
4. Mrs. Franklin, Miyax's teacher, had a _____ voice.
5. Miyax built a small _____ and put her pot beside it.

(continued)

Making Compounds**Miyax Meets the Wolves**

6. One of the pups tracked Jello down to the _____ behind the sedge.
7. Miyax made her house _____ by sealing the bricks with mud.
8. Miyax cooked her food _____ over the fire.
9. Miyax's ulo was strong enough to chip an _____ .
10. The _____ flew to the sea twice each day.



Name _____

JULIE OF THE WOLVES

Miyax Meets the Wolves

Finding Base Words

Each word below has been formed by adding a suffix such as *ly*, *ed*, or *ing* to a base word. On the blank beside each word, write the base word.

Example: shaped shape

1. crackling _____

11. grasses _____

2. wolves _____

12. scanned _____

3. kindness _____

13. painful _____

4. freshly _____

14. nervous _____

5. survival _____

15. restless _____

6. munched _____

16. harder _____

7. wagging _____

17. pacing _____

8. exactly _____

18. recovery _____

9. friendship _____

19. giggled _____

10. compactness _____

20. puppies _____



Name _____

JULIE OF THE WOLVES

Miyax Finds Food

Listening for Syllables

Say each of the words listed below to yourself. The number of vowel sounds you hear in each word will be the same as the number of syllables. Decide how many syllables are in each word. Then write the number on the blank after each word.

Example: horizon 3

- | | |
|-------------------------|--------------------------|
| 1. crawled _____ | 16. digested _____ |
| 2. concentrating _____ | 17. jubilantly _____ |
| 3. stomach _____ | 18. trophy _____ |
| 4. considered _____ | 19. midst _____ |
| 5. embraced _____ | 20. affectionately _____ |
| 6. violated _____ | 21. serious _____ |
| 7. clothes _____ | 22. peat _____ |
| 8. previous _____ | 23. boiled _____ |
| 9. cozy _____ | 24. incredible _____ |
| 10. patient _____ | 25. signature _____ |
| 11. soliciting _____ | 26. thousands _____ |
| 12. unfortunately _____ | 27. swayed _____ |
| 13. precious _____ | 28. oblong _____ |
| 14. edible _____ | 29. apology _____ |
| 15. whine _____ | 30. starvation _____ |



Name _____

JULIE OF THE WOLVES

Miyax Finds Food

Classifying Word Groups

Read the following sentences. Decide if the italicized part of the sentence tells you *where*, *when*, or *how*. Underline the correct choice.

- Example:** She saw Amaroq *on the horizon*. where when how
1. Silver and Nails *slowly* returned from the hunt. where when how
2. Miyax waited *during the night* for the wolves. where when how
3. She put her hands *on her hips* and spoke to Kapu. where when how
4. Miyax *carefully* took off her beautiful parka. where when how
5. She learned the old Eskimo ways *in her childhood*. where when how
6. She rinsed her tights *in the pond*. where when how
7. Miyax crawled *into her sleeping skin*. where when how
8. She *securely* tied the whale bladder bag. where when how
9. *Early that morning*, the wolves returned. where when how
10. The wolves stretched out *on the ground*. where when how

(continued)

Classifying Word Groups

Miyax Finds Food

- | | |
|---|----------------------|
| 11. Miyax <i>quickly</i> climbed up the frost heave. | where when how |
| 12. Several birds flew <i>through the air</i> . | where when how |
| 13. Miyax peered <i>curiously</i> into the water. | where when how |
| 14. She watched the wolves <i>that afternoon</i> . | where when how |
| 15. Miyax sat still <i>in the long grass</i> . | where when how |
| 16. Miyax waited <i>patiently</i> for the birds. | where when how |
| 17. The jaeger hunted <i>along the shore</i> . | where when how |
| 18. The wolves returned <i>later</i> with empty mouths. | where when how |
| 19. Miyax walked happily <i>around the pond</i> . | where when how |
| 20. Miyax <i>joyously</i> put the peas into her pot. | where when how |



Name _____

JULIE OF THE WOLVES

Miyax Finds Food

Classifying Words

In each group of words below, one word does not belong with the others. Draw a line through the word that does not belong.

Example: growl ~~four~~ whine grunt

- | | |
|------------------------------|-----------------------------|
| 1. cool freezing bag cold | 11. back neck belly friend |
| 2. meat rabbit wolf mouse | 12. food sleep nap rest |
| 3. tribe pack group adult | 13. bite time chew eat |
| 4. midnight ear noon morning | 14. pond stream frost ocean |
| 5. moss flowers stone grass | 15. week day month clump |
| 6. foot hand shoulder house | 16. water flame burn fire |
| 7. pan hunger pot kettle | 17. mitten sock camp parka |
| 8. word mouth ears nose | 18. house tundra cabin tent |
| 9. walk crawl nice run | 19. bird egg nest stew |
| 10. shout grace scream yell | 20. wings sun stars moon |



Name _____

JULIE OF THE WOLVES

Bird and Caribou Hunting

Following Directions

Below is a map of Alaska. Carefully read the paragraphs at the bottom of the page. Using the underlined words from the paragraph, write the name of each numbered item on the correct blank.



Miyax's first home had been on Nunivak Island, located southwest of Alaska in the Bering Sea. Now she lived in Barrow, the northernmost town in Alaska, located on the edge of the Arctic Ocean.

Miyax considered her escape route carefully. A range of mountains, known as the Brooks Range, extend across the northern part of Alaska. These mountains prevented Miyax from trying to walk to Fairbanks in central Alaska. Miyax knew that Anchorage, in southern Alaska, was too far away.

Miyax decided to walk southwest to Point Hope which lay off of the Chukchi Sea. There Miyax hoped to find a ship headed for San Francisco.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____



Name _____

JULIE OF THE WOLVES

Bird and Caribou Hunting

Remembering Details

The following questions are about some of the characters and events in the book. Write the answers on the lines after the questions. Be sure to use complete sentences.

1. What animal did Amaroq attack? _____

2. Why did Miyax tie red cloth to clumps of grass or stones? _____

3. Why did Miyax decide not to attack an owl? _____

4. What birds did Miyax find to eat? _____

5. How did Jello show that he surrendered to Amaroq? _____

6. Where did Amaroq lead Miyax? _____

7. Why was Miyax confused when she awoke later? _____

8. What happened when Miyax tried to drink milk from Silver? _____



Name _____

JULIE OF THE WOLVES

Bird and Caribou Hunting

Sequencing Events

The events listed below are arranged in incorrect sequence. Write 1 in the blank before the event that happened first, 2 before the event that happened next, and so on.

- _____ Miyax felt the vibration of a herd of caribou.
- _____ Jello ate his share of the caribou after the other wolves left.
- _____ The three wolves attacked, and the caribou fell to the ground.
- _____ Miyax stayed up and cut strips of caribou to hang over the fire.
- _____ The caribou lay still, and the wolves began to feed.
- _____ The wolves ran across the tundra, and Miyax wondered where they were going.
- _____ After Jello left, Miyax cut into the caribou with her knife.
- _____ Miyax saw Amaroq, Silver, and Nails running after a huge caribou.
- _____ Miyax ate part of the caribou's liver.
- _____ Amaroq finished eating the caribou meat and left.



Name _____

JULIE OF THE WOLVES

Bird and Caribou Hunting

Getting the Main Idea

Read each of the following paragraphs. Then read the four sentences below each paragraph. Choose the sentence that best states the main idea of the paragraph. Then neatly copy that sentence on the line provided.

- a.** Miyax cut her red tights into small strips. As she left camp to hunt birds, Miyax tied the cloth around clumps of grass or even stones along her route. Miyax did not want to lose her way while hunting.

1. Miyax did not need her red tights.
 2. Miyax left a trail of red cloth to follow back home.
 3. Miyax hoped to find birds to eat.
 4. Miyax had become lost in Alaska.
-

- b.** When winter came, the wolf pups would be old enough to travel. Then the entire pack would leave their den. They might travel up to fifty miles each night. The pack would sleep in a different place each night.

1. Miyax hated to see the wolves leave.
 2. The pups grew bigger daily.
 3. The wolves would travel from place to place in the winter.
 4. The wolf pack stayed in one place when the pups were small.
-

(continued)

Getting the Main Idea

Bird and Caribou Hunting

c. Miyax sat in the grass and watched all the birds. She saw terns darting overhead. She heard sandpipers whistling and turnstones calling from their roosts. She also saw a bunting sleeping with its head tucked into its feathers.

1. The birds were noisy and very wary.
 2. Miyax hoped to catch a bird.
 3. Miyax sat still with great patience.
 4. Miyax saw and heard many birds.
-

d. A snowy owl flew overhead. Suddenly the bird turned and with its wings folded back, made a dive toward the ground. The owl snatched a small bunting with its powerful claws. Then, gripping the bunting, the huge bird sped off into the sky.

1. An owl caught a small bird.
 2. The owl had beautiful white feathers.
 3. The owl snatched Miyax's dinner.
 4. The owl was the fastest bird in Alaska.
-



Name _____

JULIE OF THE WOLVES

The Wolves Leave

Determining Fact and Opinion

Some of the following sentences are statements of fact. Some are statements of opinion. In the blank before each sentence, write the letter *F* if that sentence is a statement of fact. Write *O* if that sentence is a statement of opinion.

Example: *O* Liver is tender and delicious.

- 1. Miyax ate caribou meat.
- 2. Wolves are wonderful creatures.
- 3. Miyax smoked strips of meat over the fire.
- 4. Jello was an unusual wolf.
- 5. Wolf pups are amusing to watch.
- 6. Miyax dug a hole in the ground.
- 7. Kapu was the most likeable of the wolves.
- 8. Miyax watched the sun set.
- 9. The ship, the *North Star*, reached Barrow in late August.
- 10. Making a mitten is easy.

(continued)

Determining Fact and Opinion**The Wolves Leave**

- _____ 11. Caribou fat makes an excellent fuel for lamps.
- _____ 12. Many birds flew south when colder weather arrived.
- _____ 13. The Arctic fox turned white in the winter.
- _____ 14. Amaroq was a good leader of the wolf pack.
- _____ 15. Miyax heard a wolf howling at night.
- _____ 16. The return of the lemmings brings good fortune.
- _____ 17. Miyax gathered caribou chips to burn.
- _____ 18. Miyax used her knife to clean the caribou hide.
- _____ 19. Arctic winters are always terrifying.
- _____ 20. Miyax kept Amy's letter in her pocket.



Name _____

JULIE OF THE WOLVES

The Wolves Leave

Remembering Details

The following questions are about some of the characters and events in the book. Write the answers on the lines after the questions. Be sure to use complete sentences.

1. How did Miyax know that August had arrived? _____

2. What was Silver teaching the pups to do? _____

3. Why were the healthy caribou unafraid of the wolves? _____

4. Why did Miyax dig a hole in the ground? _____

5. Which wolf made Miyax feel uneasy? _____

6. What did Miyax use to make a new mitten? _____

7. Why did Miyax save the caribou fat? _____

8. How did Jello travel with the pack? _____



Name _____

JULIE OF THE WOLVES

The Wolves Leave

Determining Cause and Effect

To determine a cause, ask "What is the reason?" To determine an effect, ask "What is the result?" Match the causes and effects below. Write the number of the cause in front of its effect.

Cause

Effect

- | | |
|---|--|
| 1. Miyax needed a cellar for her food. | _____ She tapped his nose with her knife. |
| 2. Miyax needed a new mitten. | _____ He ate only after the other wolves finished. |
| 3. The birds were flying south. | _____ She made one from caribou hide. |
| 4. Miyax found Jello digging in her cellar. | _____ She chewed and pounded material. |
| 5. Miyax wanted to soften the caribou hide. | _____ She dug a hole in the ground. |
| 6. Kapu loved to play. | _____ The other wolves followed him. |
| 7. Jello was a lowly wolf. | _____ Miyax knew winter was coming. |
| 8. Miyax needed a lot of meat for winter. | _____ She gathered caribou chips to burn. |
| 9. Amaroq was the leader of the wolf pack. | _____ Miyax knew he was still a puppy at heart. |
| 10. Miyax needed fuel for her fire. | _____ She smoked every bit of the caribou meat. |



Name _____

JULIE OF THE WOLVES

The Wolves Leave

Drawing Conclusions

In each of the following paragraphs, an item is described but not named. Read each paragraph and decide what is being described. Write your answers on the blank after each question.

1. Whenever she used the tool, Miyax first sharpened it on a stone. She scraped the caribou hide with it and chopped a hole in the frozen ground. She also used it to cut small strips of caribou meat.

What did Miyax sharpen? _____

2. Miyax decided she must have a new one before winter. Her hand would freeze without it. She cut a piece of caribou hide in the shape of a hand. Then she scraped the fur from the hide and stitched it with fiber torn from the hide.

What was Miyax making? _____

3. One evening, Miyax noticed it was nearly touching the horizon. Several days later, it sank below the horizon, and the earth was dark for nearly an hour. Miyax knew it soon would disappear completely for the winter.

What was Miyax watching? _____

(continued)

Drawing Conclusions

The Wolves Leave

4. They flew overhead in great flocks. Miyax knew they were heading south for the winter. Their nests were now empty, and Miyax missed their cheerful calls and songs.

What were they? _____

5. Miyax could see a huge herd of them moving to their winter grounds. Their antlers looked like huge black fingers against the sky. Because they could run so swiftly, they were unafraid to pass so closely to wolves.

What were they? _____

6. Miyax had kept it folded up in her pocket. She pulled it out again and took it out of the envelope. She reread Amy's words and dreamed of going to San Francisco.

What did Miyax read? _____



Name _____

JULIE OF THE WOLVES

Miyax Leaves Kapugen

Discovering Meaning Through Context

Read the following sentences. Three meanings are given for each italicized word. Use the context of the sentence to figure out which meaning is correct. Circle the correct meaning.

Example: The muscles in Kapugen's back grew *taut* as he lifted the gun.

short

part

tight

1. The cold wind and the dark, cloudy sky made the earth seem *bleak*.

huge

gloomy

beautiful

2. Kapugen felt deep *grief* when his wife died.

anger

terror

sadness

3. Kapugen cheerfully *hailed* the world as he walked across the tundra.

greeted

sang about

loved

4. Miyax sat in the *launch* as it sped across the sea.

airplane

motorboat

back seat

5. Aunt Martha's face was lean and *pinched*.

pretty

cruel

drawn

(continued)

Discovering Meaning Through Context

Miyax Leaves Kapugen

6. A stone *weir* had been built across the mouth of the river.

dam

pipe

building

7. Miyax *crouched* behind some oil drums so no one could see her.

cried

bent

ran

8. Kapugen had little time, so he *hastily* packed a bag for Miyax's trip.

softly

quickly

happily

9. Miyax wanted to laugh at the *comical* puffins.

odd

funny

tiny

10. A *shaman* told Miyax about the spirits of the animals.

priestess

friend

relative



Name _____

JULIE OF THE WOLVES

Miyax Leaves Kapugen

Understanding Special Meanings

Read the following sentences. Explain in your own words the meaning of the italicized word or group of words. Write your response on the line below each sentence.

Example: The wind *screamed high wild notes*.

_____ *made shrill noises* _____

1. The wind *hurled icy waves* against the shore.

2. Aunt Martha said that Kapugen had *lost his mind*.

3. Miyax's breath was a *scarf of tiny crystals* in the cold night air.

4. The other parkas *paled in comparison* to Miyax's new sealskin parka.

(continued)

Understanding
Special Meanings

Miyax Leaves Kapugen

5. The wind *shot the grass seedlets* south with the birds.

6. The sun *sat on the rim of the world*.

7. *Great clouds of birds* flocked across the sky.

8. A *snowstorm of cotton-grass seeds* flew past Miyax.

9. Kapu *spanked the ground* and wanted to play.



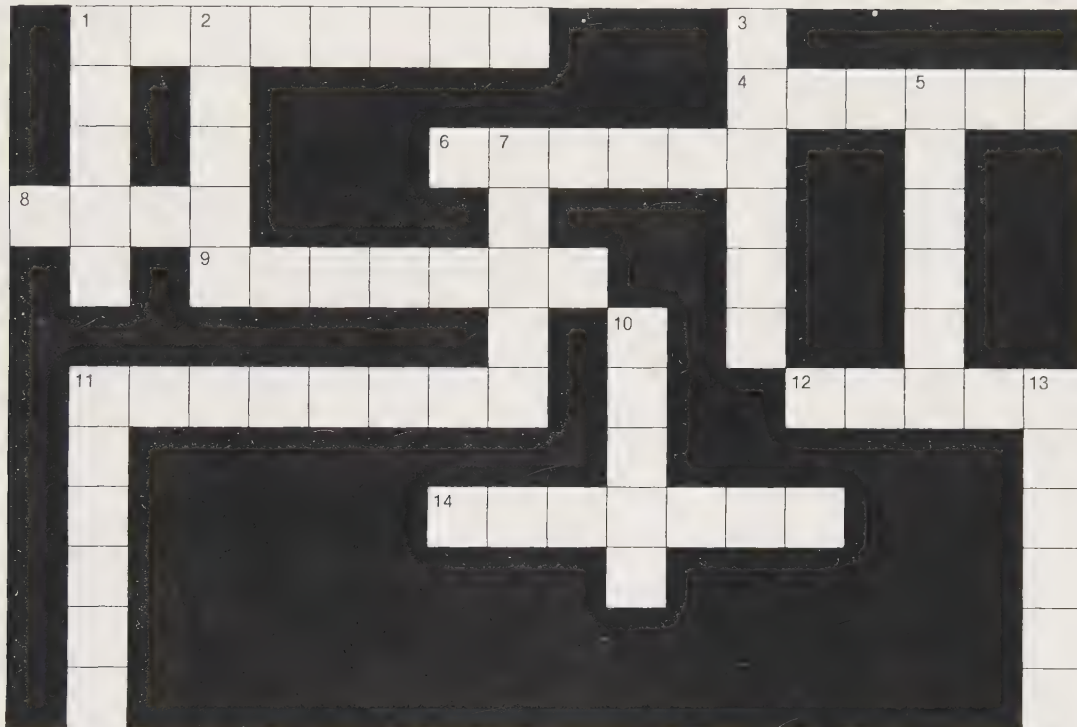
Name _____

JULIE OF THE WOLVES

Miyax Leaves Kapugen

Remembering Details

To work the puzzle, use the words that complete the sentences below.



Across

1. Many Eskimo families came to the seal camp from ____.
4. Miyax lived in the state of ____.
6. Miyax's ____ died when Miyax was very young.
8. ____ was Kapugen's serious partner.
9. ____ was Miyax's father.
11. Kapugen made a new ____ coat for Miyax.
12. Miyax's English name was ____.
14. Miyax learned ____ at school.

Down

1. ____ disliked Aunt Martha.
2. Kapugen's boat was called a ____.
3. Aunt ____ took Miyax away.
5. A law said Miyax had to go to ____.
7. Barrow was on the Arctic ____.
10. Kapugen and the others hauled a huge ____ to the beach.
11. The Eskimos thought a bladder held the ____ of an animal.
13. Miyax was proud to be an ____.



Name _____

JULIE OF THE WOLVES

Barrow Life

Remembering Details

The following questions are about some of the characters and events in the book. Write the answers on the lines after the questions. Be sure to use complete sentences.

1. Where did Julie work in Mekoryuk? _____

2. Why did Mr. Pollock stop to speak to Julie? _____

3. Where did Mr. Pollock's daughter live? _____

4. What had been arranged for Julie when she turned thirteen? _____

5. Where was Julie supposed to go? _____

6. How did Julie get there? _____

7. Why did Julie dislike Daniel? _____

8. What did Julie and Nusan make to sell to the tourists? _____



Name _____

JULIE OF THE WOLVES

Barrow Life

Matching Synonyms

A synonym is a word having the same or nearly the same meaning as another word. Choose a synonym for each word in the Word List. Write the synonym on the blank.

Word List

Example: giggled

laughed

1. greet _____
2. smile _____
3. possessions _____
4. whole _____
5. movie _____
6. requesting _____
7. bag _____
8. chores _____
9. rosy _____
10. gleaming _____
11. protest _____
12. prosperous _____
13. couch _____
14. cautiously _____
15. terror _____

Synonym

- carefully
- asking
- red
- sack
- fear
- complete
- welcome
- film
- wealthy
- tasks
- sofa
- ~~laughed~~
- belongings
- grin
- object
- shining



Name _____

JULIE OF THE WOLVES

Barrow Life

Matching Antonyms

An antonym is a word which means the opposite or nearly the opposite of another word. Choose an antonym for each word in the Word List. Write the antonym on the blank.

Word List

Antonym

Example: flat

bumpy

fake

1. familiar

straight

2. dull

glanced

3. polite

nervous

4. real

rude

5. anxious

start

6. winding

~~bumpy~~

7. few

valley

8. stared

calm

9. descend

command

10. gradually

many

11. shut

bright

12. end

suddenly

13. relaxed

strange

14. request

open

15. mountain

climb



Name _____

JULIE OF THE WOLVES

Barrow Life

Determining Alphabetical Order

Words are listed in a dictionary in alphabetical order. Number the six words in each list below to show the order in

which they would appear in a dictionary. Write *1* on the blank before the word that comes first alphabetically, and so on.

Example:

5 chatted
3 boots
4 camp
1 besides
6 close
2 blood

A. _____ dresses
_____ couch
_____ domestic
_____ charm
_____ derisively
_____ cotton

B. _____ hardly
_____ hospital
_____ hair
_____ house
_____ hailed
_____ herself

C. _____ moment
_____ marked
_____ living
_____ military
_____ laughed
_____ lace

D. _____ tables
_____ threaded
_____ thirteen
_____ temperature
_____ tomorrow
_____ tourists

E. _____ scientists
_____ silence
_____ summer
_____ signed
_____ shore
_____ scarce

F. _____ cages
_____ clustered
_____ crossed
_____ community
_____ color
_____ clammy

G. _____ speaking
_____ sewing
_____ snow
_____ smart
_____ streets
_____ stick

H. _____ angrily
_____ arched
_____ agreement
_____ another
_____ afford
_____ arranged



Name _____

JULIE OF THE WOLVES

Miyax Leaves Barrow

Determining Alphabetical Order

Most of the words in the list below are in alphabetical order. However, some of the words have either jumped ahead or fallen back. Cross out the words that are too far ahead or too far back. The remaining words will then be in alphabetical order. Complete the Word-Search Puzzle by hunting down the correctly alphabetized words.

angrier
bed
knowing
business
camp
touch
exactly
father
job
able
little
mittens
palms
brilliant
principal
retreat
dinner
square
stitched
himself
tourists
vibrant
warm
ground
wooden

Word-Search Puzzle

P	E	A	B	T	N	A	R	B	I	V	M
R	A	E	X	A	C	T	L	Y	G	R	H
I	C	L	D	F	S	S	Q	U	A	R	E
N	P	Q	M	K	N	R	J	W	I	L	S
C	R	Y	O	S	E	E	T	O	M	S	S
I	A	A	V	L	T	H	N	O	U	R	E
P	B	M	T	W	T	T	Z	D	E	E	N
A	X	T	P	C	I	A	D	E	F	T	I
L	I	J	I	H	M	F	G	N	D	R	S
L	K	B	R	E	I	R	G	N	A	E	U
T	O	U	R	I	S	T	S	L	O	A	B
J	S	T	I	T	C	H	E	D	N	T	M



Name _____

JULIE OF THE WOLVES

Miyax Leaves Barrow

Using a Pronunciation Key

Use the key at the bottom of the page to help pronounce the respelled words. Write the word correctly spelled on the line beside the Respelled Word. Use the Word List to help figure out the Respelled Word.

Respelled Word

Example: (vil' ij)village

1. (kän' shəs) _____
2. (skwer) _____
3. (kwī' ət) _____
4. (byōōt' ə fəl) _____
5. (fōt' ə graf') _____
6. (hwis' pər) _____
7. (klôth) _____
8. (stum' ək) _____
9. (ik splōd') _____
10. (ə pir') _____
11. (an' ə məl) _____
12. (weth' ər) _____
13. (sur' kəl) _____
14. (sel' ə brā' shən) _____

Word List

whisper
weather
conscious
explode
animal
stomach
quiet
circle
photograph
~~village~~
appear
square
cloth
celebration
beautiful

pat/ cāke/ cār/ pet/ mē/ it/ nīce/ pot/ cōld/ nōrth/
book/ fōol/ boil/ out/ cup/ mūle/ burn/ sing/ thin/
this/ hw in white/ zh in pleasure/ ə in about
The ' mark indicates an accented syllable.



Name _____

JULIE OF THE WOLVES

Miyax Leaves Barrow

Using Guide Words

At the top of each dictionary page are guide words. These words are the first and last words on a dictionary page. The other words on the page fall in alphabetical order between the guide words.

Put the boxed words below in alphabetical order under the correct guide words. One has been done for you.

fear	buzzed	ground
pack	laced	midnight
mail	dumb	agree
tied	fix	light
cardboard	skin	feet
instantly	meats	stuffing

act—fin

final—march

mare—tongue

1. agree

2. _____

3. _____

4. _____

5. _____

6. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



Name _____

JULIE OF THE WOLVES

Miyax Leaves Barrow

Choosing Correct Meanings

The italicized word in each of the sentences below has several meanings. The meanings are listed in the Glossary. Decide which meaning the word has in the sentence. Then write the number of your choice on the blank.

Glossary

- head** 1. top part of a person's body 2. person who is above others 3. to move in a direction
- hide** 1. to keep out of sight 2. to keep secret 3. the skin of an animal
- hold** 1. to keep in a fixed position 2. to contain 3. a grasp
- look** 1. see 2. to search 3. to appear or seem
- mean** 1. to have in mind 2. to be defined as 3. unkind 4. low in quality
- mind** 1. brain 2. opinion 3. take care of 4. object to

Example: 4 Julie did not *mind* working for Nusan and Naku.

_____ 1. Julie did not bother to *look* at Daniel.

_____ 2. Julie began to *head* out for the tundra.

_____ 3. Naka was *mean* when he drank too much liquor.

_____ 4. Julie would not change her *mind* about leaving.

_____ 5. Daniel took a firm *hold* of Julie's arm.

(continued)

Choosing Correct Meanings**Miyax Leaves Barrow**

- _____ 6. Julie tried to *hide* her fears of Naka.
- _____ 7. Daniel *looked* quite full.
- _____ 8. Julie used a pack to *hold* her belongings.
- _____ 9. Julie decided to *hide* behind an ice rim.
- _____ 10. Julie did not *mean* to be unkind to Daniel.
- _____ 11. Julie pulled her hood over her *head*.
- _____ 12. Pearl *looked* in the shed for a sleeping skin.
- _____ 13. Julie had a good *mind*.
- _____ 14. Naka made a mask from the *hide* of a moose.
- _____ 15. Running away from Barrow would *mean* Julie was divorced.



Name _____

JULIE OF THE WOLVES

The Fate of a Lone Wolf

Making an Outline

Read the article below. Think about the topics and subtopics of each paragraph. Use the Word List provided to outline the article. The topics should come after the numerals. The subtopics come after the capital letters. List the topics and subtopics in the order the items fall in the article.

Part of the outline has been done for you. Be sure to capitalize the first letter of the topics and subtopics.

Alaska's Natural Resources

Alaska has many natural resources. The varied plant life is one example of the abundant resources. Among Alaska's trees are hemlocks and spruces, which grow mainly in the south. Mosses and lichens are found in much of the state and provide food for the animals of the far north. Wildflowers also grow throughout Alaska.

The waters off Alaska's shore provide great quantities of fish, including halibut and salmon. The coastal waters are rich in cod, shrimp, and a variety of crabs, too.

Many kinds of wildlife are found in all parts of Alaska. For instance, the world's largest herd of fur seals lives on one Alaskan island. Brown bears and polar bears live in Alaska. Other Alaskan animals include caribou, elk, and moose.

(continued)

Making an Outline

The Fate of a Lone Wolf

Alaska's Natural Resources

I. Plant life

A. _____

B. _____

C. _____

D. _____

E. _____

II. _____

A. Halibut

B. _____

C. _____

D. _____

E. _____

III. _____

A. _____

B. Bears

C. _____

D. _____

E. _____

Word List

Caribou

Mosses

Wildlife

Salmon

Hemlocks

Elk

~~Halibut~~

Seals

~~Plant life~~

Wildflowers

Moose

Crabs

~~Alaska's Natural Resources~~

Sea life

Cod

~~Bears~~

Shrimp

Lichens

Spruces



Name _____

JULIE OF THE WOLVES

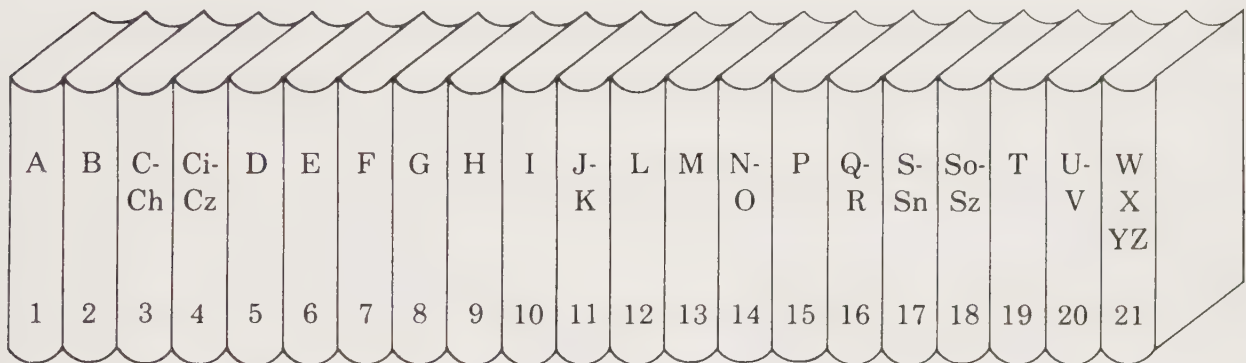
The Fate of a Lone Wolf

Finding Facts in the Encyclopedia

A sample encyclopedia set is drawn below. Imagine that you need these volumes of the encyclopedia to respond to the questions below. Circle the word or words in each question that might help

you find the answers.

Use the circled words to decide which volume or volumes you will need to answer each question. Write the volume number or numbers on the blank.



Example: 6 Where do most Eskimos live?

- _____ 1. How is a wolf different from a dog?
- _____ 2. What materials are used to make a kayak?
- _____ 3. What does a caribou eat?
- _____ 4. How long does a seal live?
- _____ 5. What color is a halibut?
- _____ 6. Where is tundra located in Alaska?
- _____ 7. How large is the Arctic Ocean?
- _____ 8. Why are lichens important?
- _____ 9. What are some different types of whales?
- _____ 10. Where can moss be found?



Name _____

JULIE OF THE WOLVES

The Fate of a Lone Wolf

Creating a Character

Imagine you are an Eskimo living alone on the frozen tundra of Alaska. You are being interviewed by a newspaper reporter. Write your responses to the reporter's questions on the lines provided. Be sure to use complete sentences.

Reporter: In what kind of shelter do you live?

Eskimo: _____

Reporter: What do you do when you need new clothing?

Eskimo: _____

Reporter: What kinds of food do you eat?

Eskimo: _____

Reporter: In what ways have the wolves helped you?

Eskimo: _____

Reporter: What do you like about living on the Alaskan tundra?

Eskimo: _____



Name _____

JULIE OF THE WOLVES

The Death of Amaroq

Creating a Picture

Draw one of the scenes the author describes in the section "The Death of Amaroq." Then write your own description of what you have drawn. Be sure to use complete sentences.



Name _____

JULIE OF THE WOLVES

The Death of Amaroq

Connecting Words

Look at the three words in each set below. Combine the words to form a sentence that expresses a complete thought. Write the sentence on the line after each group of words.

Example: wind/cold/tundra *The tundra wind was cold.*

1. paddled/kayak/sea _____
2. birds/flocks/sky _____
3. face/round/pearl _____
4. pups/sleeping/den _____
5. moss/grass/plain _____
6. pot/empty/hungry _____
7. wolf/gray/huge _____
8. barked/hide/played _____
9. fur/skin/sleeping _____
10. whale/huge/gift _____
11. beach/waves/spray _____
12. sun/horizon/dark _____
13. meat/caribou/knife _____
14. howl/yip/wild _____
15. storm/snow/white _____



Name _____

JULIE OF THE WOLVES

Good-bye to the Wilderness

Writing a Journal Sample

Imagine that you are one of the characters in the book. In the sample journal below, describe one of these events: Kapu's assumption of leadership, the visit of Atik and Uma, or Miyax's decision to seek out Kapugen. Be sure to use complete sentences.

Character _____

○	
○	



Name _____

JULIE OF THE WOLVES

Return to Kapugen

Using Descriptive Words

List seven words that could be used to describe each of the italicized words below. Be creative. Write your words on the blanks.

Example: *ghost*

1. *pale*
2. *spooky*
3. *mischievous*
4. *floating*

5. *mysterious*
6. *shimmering*
7. *friendly*

A. *wolf*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

B. *snow*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

C. *sky*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

D. *fur*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



JULIE OF THE WOLVES

Describing Feelings

A person does not always express feelings directly in words. Sometimes feelings are shown through other clues as well. Each of the sentences below provides clues to the feelings of a character in the book. The name of that character is

italicized. First study the clues, then choose the word from the box that best describes the character's feelings. Write the word on the blank in front of the sentence.

afraid	excited	curious	disappointed	contented
relieved	angry	lonely	amused	embarrassed

- _____ 1. *Miyax* wondered what could be keeping the plane up in the air.
- _____ 2. *Miyax* chuckled at the antics of the puppies.
- _____ 3. *Miyax* gave a long sigh when she found her pack which contained her needles, knife, and boots.
- _____ 4. *Kapugen* gave a loud whoop and joyfully held the huge halibut above his head.
- _____ 5. *Miyax* missed her father and felt the bleakness of being left behind.
- _____ 6. *Miyax* felt warm and cozy in her sleeping skins.
- _____ 7. *Miyax* had looked forward to meeting Daniel, but now she disliked his funny grin and glazed eyes.
- _____ 8. *Nusan* stormed into the house and exclaimed, "Naka's in jail, and I've got to go get him!"
- _____ 9. A chill ran up her spine when *Miyax* realized the wolves would leave soon.
- _____ 10. *Julie* felt the blood rush to her face when Rose and Judith laughed at her.



Name _____

JULIE OF THE WOLVES

Explaining Feelings

The questions below ask you to describe the feelings you had as you read the book. Read each question carefully. Write your response on the lines provided. Explain why you felt the way you did. Be sure to use complete sentences.

1. How did you feel when Miyax was alone and lost without any food?

2. How did you feel when Miyax ate the meat from the "bellybasket" of the wolves?

3. How did you feel when Miyax had to go live with Aunt Martha?

(continued)

Explaining Feelings

4. How did you feel when Miyax left Barrow to try to walk to Point Hope?

5. How did you feel when Jello took Miyax's food, clothing, and tools?

6. How did you feel when Miyax found her pack again?

7. How did you feel when someone shot at Miyax and the wolves?

8. How did you feel when Miyax decided to leave Kapugen again?



JULIE OF THE WOLVES

Optional Spelling and Vocabulary Lists

Below are six word lists. All the words have been taken from the book. The lists can be used as spelling or vocabulary words.

List 1

survival	abruptly
caribou	collapsed
hostile	parka
frozen	wolves
journey	kayak
surveyed	tundra
decorate	snarl
lichen	rodent
obeyed	dense
intelligence	fierce

List 2

horizon	delicate
hunger	surrender
dependable	cozy
previous	soothe
patient	whine
distance	fuzz
curious	grip
morsel	herd
language	swift
lemmings	seizes

List 3

calendar	temperature
exploration	comparison
lingered	whales
predator	antlers
cooperating	fuel
migration	gnaw
compass	tern
celebration	sinew
serious	events
whistle	tusks

Optional Spelling and Vocabulary Lists

List 4

familiar	intricate
huddled	ocean
exchange	zero
irritated	mission
silence	privacy
anxiety	protest
community	tourist
enormous	mukluk
convenience	evil
routine	woolen

List 5

departure	responded
surrender	harassing
crystals	weapon
slender	thong
inquiry	cycle
desolate	niche
contribute	signal
sprawling	burden
shelter	trace
civilization	nudged

List 6

exercise	remembered
constellation	concentrated
several	hunger
wilderness	sustain
favorite	expert
accuracy	rations
fascination	annex
invitation	beasts
transportation	scarce
instantly	spirits



JULIE OF THE WOLVES

Supplementary Activities

Below is a list of ideas that could be used as supplementary or culminating activities.

I. Oral reading

- A. To the entire class
- B. To each other
- C. To the teacher
- D. To a tape recorder

II. Group discussions

- A. Author's writing style
- B. Ideas gained from the book
- C. Parts of the book

- 1. Most important
- 2. Most frightening
- 3. Most amusing
- 4. Most saddening
- 5. Most exciting
- 6. Most liked

D. Characters

- 1. Did the characters seem real?
- 2. What was the most admirable trait of each character?
- 3. What was the least admirable trait of each character?
- 4. Which character was the student's favorite? Why?
- 5. List questions to ask each character.

Supplementary Activities

III. Spelling bee using words from the book

IV. Role play situations from the book

V. Artistic creations

A. Murals

B. Dioramas

C. Book jackets

D. Posters

E. Puppets

F. Poetry

G. Costumes

H. Portraits

I. Mobiles

J. Songs

K. Newspaper headlines, articles, and drawings

VI. Research

A. Alaska

B. Arctic Ocean

C. Eskimo

D. Wolf

E. Caribou

F. Lemming

VII. Read other books by the same author



JULIE OF THE WOLVES

Response Key

WORD ATTACK SKILLS

Changing Short Vowels (page 7)

1. hunt; 2. den; 3. black; 4. pot; 5. wind; 6. flat; 7. pups; 8. neck; 9. lost; 10. pick; 11. sun; 12. pen; 13. wag; 14. sod; 15. bit.

Supplying Long Vowels (page 8)

1. roads; 2. seal; 3. sight; 4. bones; 5. face; 6. use; 7. twice; 8. heave; 9. glow; 10. blade; 11. meat; 12. smile; 13. huge; 14. rolled; 15. ropes.

Making Compounds (page 9)

1. backpack; 2. dishwasher; 3. moosehide; 4. singsong; 5. fireplace; 6. hideout; 7. windproof; 8. outdoors; 9. iceberg; 10. sandpipers.

Finding Base Words (page 11)

1. crackle; 2. wolf; 3. kind; 4. fresh; 5. survive; 6. munch; 7. wag; 8. exact; 9. friend; 10. compact; 11. grass; 12. scan; 13. pain; 14. nerve; 15. rest; 16. hard; 17. pace; 18. recover; 19. giggle; 20. puppy.

Listening for Syllables (page 12)

1. 1; 2. 4; 3. 2; 4. 3; 5. 2; 6. 4; 7. 1; 8. 3; 9. 2; 10. 2; 11. 4; 12. 5; 13. 2; 14. 3; 15. 1; 16. 3; 17. 4; 18. 2; 19. 1; 20. 5; 21. 3; 22. 1; 23. 2; 24. 4; 25. 3; 26. 2; 27. 1; 28. 2; 29. 4; 30. 3.

COMPREHENSION SKILLS

Classifying Word Groups (page 13)

1. how; 2. when; 3. where; 4. how; 5. when; 6. where; 7. where; 8. how; 9. when; 10. where; 11. how; 12. where; 13. how; 14. when; 15. where; 16. how; 17. where; 18. when; 19. where; 20. how.

Classifying Words (page 15)

1. bag; 2. meat; 3. adult; 4. ear; 5. stone; 6. house; 7. hunger; 8. word; 9. nice; 10. grace; 11. friend; 12. food; 13. time; 14. frost; 15. clump; 16. water; 17. camp; 18. tundra; 19. stew; 20. wings.

Following Directions (page 16)

1. Arctic Ocean; 2. Barrow; 3. Chukchi Sea; 4. Point Hope; 5. Brooks Range; 6. Fairbanks; 7. Bering Sea; 8. Nunivak Island; 9. Anchorage.

Remembering Details (page 17)

1. Amaroq attacked a caribou. 2. She needed a trail to lead her home. 3. She knew owls have powerful claws and beaks. 4. Miyax found a bunting and an owlet. 5. Jello lay on his back exposing the fur on his belly. 6. He led Miyax to the wolves' den. 7. She had forgotten that she was sleeping with the wolf pack. 8. Silver bit Miyax's shoulder.

Sequencing Events (page 18)

2, 7, 4, 10, 5, 1, 8, 3, 9, 6.

Getting the Main Idea (page 19)

a. Miyax left a trail of red cloth to follow back home. b. The wolves would travel from place to place in the winter. c. Miyax saw and heard many birds. d. An owl caught a small bird.

Determining Fact and Opinion (page 21)

1. F; 2. O; 3. F; 4. O; 5. O; 6. F; 7. O; 8. F; 9. F; 10. O; 11. O; 12. F; 13. F; 14. O; 15. F; 16. O; 17. F; 18. F; 19. O; 20. F.

Remembering Details (page 23)

1. Miyax knew it was August because the sun had nearly touched the edge of the horizon. 2. Silver was teaching the pups to hunt and explore. 3. The young and healthy caribou could run very swiftly. 4. She dug a hole in which to keep meat. 5. Jello made Miyax feel uneasy. 6. Miyax used a piece of caribou hide. 7. The fat gave light when it burned. 8. Jello ran with his head down and far behind the rest of the pack.

Drawing Conclusions (page 25)

1. a knife; 2. a mitten; 3. the sun; 4. birds; 5. caribou; 6. Amy's letter.

Determining Cause and Effect (page 24)

4, 7, 2, 5, 1, 9, 3, 10, 6, 8.

Discovering Meaning Through Context (page 27)

1. gloomy; 2. sadness; 3. greeted; 4. motorboat; 5. drawn; 6. dam; 7. bent; 8. quickly; 9. funny; 10. priestess.

Understanding Special Meanings (page 29)

1. blew cold waves; 2. gone insane; 3. could be seen; 4. were far less beautiful compared; 5. blew the tiny grass seeds; 6. shone on the horizon; 7. many flocks of birds; 8. many white seeds; 9. patted the ground.

Remembering Details (page 31)



Remembering Details (page 32)

1. She worked at the mission and the hospital. 2. He wanted a pen pal for his daughter Amy. 3. Amy lived in San Francisco. 4. A marriage to the son of Kapugen's serious partner had been arranged for Julie. 5. She was supposed to go to Barrow. 6. She went by plane. 7. Julie did not like Daniel because he seemed to be dull. 8. Julie and Nusan made parkas.

Matching Synonyms (page 33)

1. welcome; 2. grin; 3. belongings; 4. complete; 5. film; 6. asking; 7. sack; 8. tasks; 9. red; 10. shining; 11. object; 12. wealthy; 13. sofa; 14. carefully; 15. fear.

Matching Antonyms (page 34)

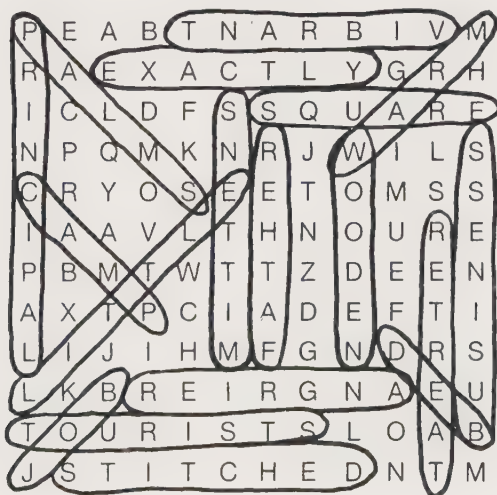
1. strange; 2. bright; 3. rude; 4. fake; 5. calm; 6. straight; 7. many; 8. glanced; 9. climb; 10. suddenly; 11. open; 12. start; 13. nervous; 14. command; 15. valley.

STUDY SKILLS

Determining Alphabetical Order (page 35)

- A. 6, 3, 5, 1, 4, 2;
- B. 3, 5, 2, 6, 1, 4;
- C. 6, 4, 3, 5, 2, 1;
- D. 1, 4, 3, 2, 5, 6;
- E. 2, 5, 6, 4, 3, 1;
- F. 1, 3, 6, 5, 4, 2;
- G. 4, 1, 3, 2, 6, 5;
- H. 3, 5, 2, 4, 1, 6.

Determining Alphabetical Order (page 36)



Words crossed out: knowing, touch, able, brilliant, dinner, himself, ground.

Using a Pronunciation Key (page 37)

1. conscious; 2. square; 3. quiet; 4. beautiful; 5. photograph; 6. whisper; 7. cloth; 8. stomach; 9. explode; 10. appear; 11. animal; 12. weather; 13. circle; 14. celebration.

Using Guide Words (page 38)

act—fin

- 1. agree
- 2. buzzed
- 3. cardboard
- 4. dumb
- 5. fear
- 6. feet

final—march

- 1. fix
- 2. ground
- 3. instantly
- 4. laced
- 5. light
- 6. mail

mare—tongue

- 1. meats
- 2. midnight
- 3. pack
- 4. skin
- 5. stuffing
- 6. tied

Choosing Correct Meanings (page 39)

1. 1; 2. 3; 3. 3; 4. 2; 5. 3; 6. 2; 7. 3; 8. 2; 9. 1; 10. 1; 11. 1; 12. 2; 13. 1; 14. 3; 15. 2.

Making an Outline (page 41)**Alaska's Natural Resources****I. Plant life**

- A. Hemlocks
- B. Spruces
- C. Mosses
- D. Lichens
- E. Wildflowers

II. Sea life

- A. Halibut
- B. Salmon
- C. Cod
- D. Shrimp
- E. Crabs

III. Wildlife

- A. Seals
- B. Bears
- C. Caribou
- D. Elk
- E. Moose

Finding Facts in the Encyclopedia (page 43)

1. 21, wolf or 5, dog; 2. 11, kayak; 3. 3, caribou; 4. 17, seal; 5. 9, halibut; 6. 19, tundra or 1, Alaska; 7. 1, Arctic Ocean; 8. 12, lichens; 9. 21, whales; 10. 13, moss.

CREATIVE SKILLS

Creating a Character (page 44)

Responses will vary.

Creating a Picture (page 45)

Responses and pictures will vary.

Connecting Words (page 46)

Responses will vary.

Writing a Journal Sample (page 47)

Responses will vary.

Using Descriptive Words (page 48)

Responses will vary.

Describing Feelings (page 49)

1. curious; 2. amused; 3. relieved; 4. excited; 5. lonely; 6. contented; 7. disappointed; 8. angry; 9. afraid; 10. embarrassed.

Explaining Feelings (page 51)

Responses will vary.

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